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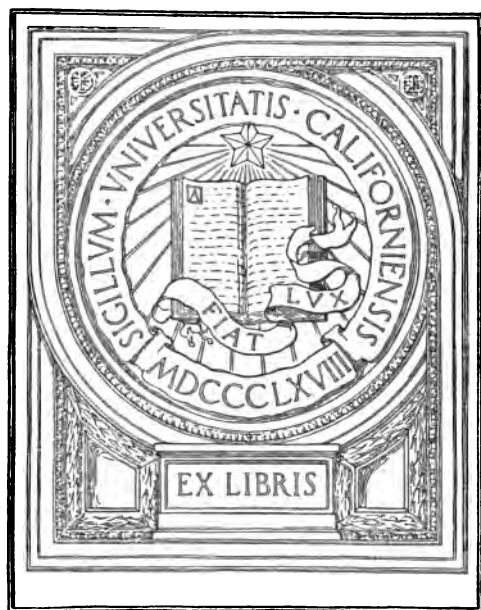
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PROCEEDINGS

OF THE TRUSTEES OF THE

✓ JOHN F. SLATER FUND

FOR THE

EDUCATION OF FREEDMEN

1891

REPORT OF
THE TRUSTEES

BALTIMORE
JOHN MURPHY & CO.

1891

TRUSTEES.

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Hon. RUTHERFORD B. HAYES, LL. D.,

President.

Chief Justice MELVILLE W. FULLER, LL. D.,

Vice-President.

DANIEL C. GILMAN, LL. D.,

Secretary.

MORRIS K. JESUP, Esq.,

Treasurer.

Rev. JOHN A. BROADUS, D. D., LL. D.

Hon. ALFRED H. COLQUITT.

Hon. J. L. M. CURRY, D. D., LL. D.

WILLIAM E. DODGE, Esq.

Rt. Rev. HENRY C. POTTER, D. D., LL. D.

WILLIAM A. SLATER, Esq.

JOHN A. STEWART, Esq.

STANDING COMMITTEES.

Executive:

HON. R. B. HAYES, *Chairman.*

JOHN A. BROADUS.

HENRY C. POTTER,

ALFRED H. COLQUITT.

DANIEL C. GILMAN, *Secretary.*

Finance:

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MORRIS K. JESUP.

JOHN A. STEWART.

Educational:

HON. J. L. M. CURRY, *Chairman.*

JOHN A. BROADUS.

RUTHERFORD B. HAYES.

ALFRED H. COLQUITT.

MORRIS K. JESUP.

DANIEL C. GILMAN.

Letters may be addressed to

DR. J. L. M. CURRY,

1736 M STREET, N. W., WASHINGTON, D. C.

PROCEEDINGS
OF THE TRUSTEES OF THE
JOHN F. SLATER FUND.

FOURTEENTH MEETING.

The Trustees of the JOHN F. SLATER FUND met in New York, at the Fifth Avenue Hotel, Wednesday, October 29, 1890, at 10 A. M. All the members of the Board were present, except Chief Justice FULLER, from whom a letter was received saying that the death of Justice MILLER and the business of the Supreme Court prevented his attendance.

Prayer was offered by Bishop POTTER.

The minutes of the thirteenth meeting were approved.

President HAYES stated that the meeting was a special one to consider what action should be taken in respect to the resignation of Dr. HAYGOOD, who had been elected a Bishop of the Methodist Episcopal Church South.

On motion of Bishop POTTER, it was resolved that the resignation of Dr. HAYGOOD as General Agent be accepted, to take effect at the next annual meeting of the Trustees.

After remarks by Messrs. JESUP, STEWART, SLATER, DODGE, BROADUS, COLQUITT, and GILMAN, this resolution was carried.

On motion of Mr. STEWART, a committee was appointed, consisting of the President, the Treasurer, and the Secretary, to consider and report, at an adjourned meeting of the Board, what action should be taken to fill the vacancy occasioned by the resignation of Dr. HAYGOOD.

The Board then took a recess until half-past three o'clock.

On reassembling the Committee made their report, and, on motion of Mr. DODGE, the report was accepted and adopted. In accordance with this report the following changes were made in the By-Laws, by the unanimous vote of all who were present:

Resolved, That the first By-Law be amended by omitting the words "and a General Agent;" the seventh By-Law, by omitting the words "in connection with the General Agent;" and the eleventh By-Law, by omitting all after the word "temporarily."

Resolved, That the following additional By-Law be adopted, to be inserted after the second By-Law, and the numeration of the subsequent By-Laws to be changed accordingly:

3. There shall also be an Educational Committee consisting of six persons, three of whom shall be appointed by the Board and three of whom shall be ex-officio members, to wit, the President, the Treasurer, and the Secretary of the Board.

The duties of the Educational Committee were thus defined :

(1.) To study the education and uplifting of the African race at the South.

(2.) To visit by their Chairman or with him the Institutions aided by the Slater Fund.

(3.) To select a suitable person to aid in the promotion of manual training, under the direction of the Committee or of the Board, at such compensation as the Committee shall direct.

(4.) To report in writing to the Board, at every annual meeting, with respect to the educational work of the Slater Trust, and also with respect to other educational matters to which their attention may be directed.

The Committee shall meet at least four times in the course of the year, at such place and time as they or their Chairman may designate, and the Chairman shall keep a record of their proceedings to be submitted to the Board. The Trustees shall fix from time to time the compensation to be given to the Chairman of this Committee.

It was unanimously resolved that the third By-Law be amended to read the "second Wednesday in April."

It was resolved that the amendments of the By-Laws now adopted shall not affect Dr. HAYGOOD's title and position until May next.

The Board then proceeded to elect a new member, and by ballot Dr. J. L. M. CURRY was unanimously chosen.

A letter of Chief Justice FULLER was read indicating his concurrence in this action.

The Board, on motion of Mr. STEWART, appointed Dr. CURRY (Chairman), Governor COLQUITT, and Dr. BROADUS members of the Educational Committee to act with the three ex-officio members.

The President of the Board was requested to acquaint Dr. CURRY with the action of this meeting and to ask his acceptance of the position, his compensation to be determined by the officers of the Board.

The vacancy in the office of Vice-President was filled by the election to that office of Chief Justice FULLER.

The vacancies in the Executive Committee were filled by the appointment of Bishop POTTER and Dr. BROADUS.

It was decided that the next meeting of the Board held in the City of New York shall be called at the office of the United States Trust Company.

The Board then adjourned to meet in Atlanta, Ga., on the second Wednesday of April, 1891.*

* As it was found that a majority of the board could not go to Atlanta at this time, a meeting was called at New York.

FIFTEENTH MEETING.

The Trustees of the JOHN F. SLATER FUND met in New York at the office of the United States Trust Company, on Wednesday, May 20th, 1891, at 11 A. M. There were present Messrs. HAYES, BROADUS, CURRY, COLQUITT, DODGE, GILMAN, JESUP, STEWART, and SLATER. The President of the Board, Hon. R. B. HAYES, took the chair.

Prayer was offered by the Rev. Dr. BROADUS.

Letters were read from Chief Justice FULLER and Bishop POTTER explaining their absence. A telegraphic dispatch from the General Agent, the Rev. Dr. HAYGOOD, was also read.

The minutes of the October meeting were presented and approved.

The report of the General Agent was presented in type, after which the following minute with respect to his services was adopted:

The General Agent of this Board, Rev. Dr. HAYGOOD, having retired from its service in consequence of other responsible duties that he has assumed, grateful acknowledgments are now given to him for the careful review that he has made of the work of the last nine years, and for the earnestness, devotion, and ability with which he has labored during all

this period to carry out the purposes of this trust. The general interest now manifested by the people of the South in the uplifting of the Freedmen, on Christian principles, and with a recognition of the value of industrial training, may be attributed in no slight degree to his good judgment, his wide influence, and his acquaintance with all the conditions of the problem. In considering his report, this Board is impressed by what is said of the very general interest that has been awakened throughout the country in the purposes of this trust. Attention is now given to industrial education in schools of every grade (for women and for men, the higher and the lower), and contributions toward the instruction of the Freedmen have been so numerous as to enable the General Agent to say that for every dollar bestowed by the Slater Trust more than one dollar has been given by others to promote the same purposes. In closing their official relations with the General Agent, the Board expresses the hope that he will continue to give them, from time to time, his suggestions, and they extend to him their best wishes for his usefulness in the new career to which he has been called.

The reports of the Treasurer and Finance Committee were presented and accepted, and Mr. Slater was appointed Auditor and requested to examine the accounts and securities of the Board.

A synopsis of the Treasurer's report follows:

TREASURER'S STATEMENT.

CASH RECEIVED AND DISBURSED BY TREASURER TO CLOSE
OF FISCAL YEAR, APRIL 30TH, 1891.

Receipts.

1890.

April 30. To Balance,	\$62,887 83	
" Income,	\$65,855 00	
Balance to debit,	186 40	
	<hr/>	66,041 40
		<hr/>
		\$128,929 23

Payments.

By Investments,	\$70,588 20	
" Expense,	7,691 03	
" Appropriation 1889—		
1890,	1,700 00	
" Appropriation 1890—		
1891,	48,950 00	
	<hr/>	\$128,929 23

Total amount of Fund, . . . \$1,185,000 00.

The Finance Committee recommended that \$50,000 be appropriated for the expenses of the next year, and this sum was accordingly allowed by the Board. The Committee also recommended that \$800 annually be allowed for clerical aid to the Treasurer, and to this the Board assented.

The Chairman of the Educational Committee presented his report, which was accepted, and the

following minute was adopted to be printed for the information of the public.

“The retirement of Dr. HAYGOOD having led the Board to consider their future policy, they have decided to entrust the general management of the educational problems to a special committee, acting under the directions of the Board. Dr. J. L. M. CURRY, late of Richmond and now of Washington, has been elected a member of the Board and made Chairman of the Educational Committee. Senator COLQUITT and Rev. Dr. BROADUS are associated with him, and also, ex-officio, the President, the Secretary, and the Treasurer of the Board.

“In the distribution of the Slater income the Board have decided to favor the policy of concentrating their attention upon a comparatively small number of institutions, which especially deserve encouragement. In deciding which to aid, attention will be paid to the geographical position of the schools considered, to the business methods by which their affairs are conducted, to the service they render in the training of teachers, and to the efforts they make in the promotion of industrial education. Upon all these points they will expect the Educational Committee to be well informed.”

The following resolutions were adopted:

Resolved, That, for the support of schools for the Freedmen, during the year 1891-92, the sum of \$47,000 be appropriated, to be distributed by the Educational Committee, under such

restrictions and regulations, in accordance with the conditions of this trust and the resolutions of this Board, as may seem to them wise; and in making the appropriations the Committee shall be careful to explain to the recipients that the allowance is but for a single year, without any assurance, expressed or implied, that it will be renewed.

Resolved, That the Secretary be authorized, at his discretion, to employ a stenographer to take full notes of such addresses or examinations as may be held before the Board or the Educational Committee, for such use as may be decided by the Board.

Resolved, That the Secretary be requested to convey the thanks of the Board to Professor Butler, Colonel Auchmuty, Dr. MacVicar, General Armstrong, President Bumstead, and Assistant Superintendent Hoffmann, for the valuable information they have given to the Board on the subject of industrial education.

Resolved, That the Finance Committee have control of the difference of \$3,000 between the \$50,000 appropriated on the recommendation of the Finance Committee and the \$47,000 placed at the disposal of the Educational Committee.

The Board then adjourned to meet in New York, at the office of the United States Trust Company, on the second Wednesday in April, 1892.

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REPORT OF THE CHAIRMAN

OF THE

EDUCATIONAL COMMITTEE.

may 1891

The John F. Slater Fund is for the "uplifting" of "the lately-emancipated population of the Southern States and their posterity," and to make "them good men and good citizens." The means suggested for accomplishing these desired results were "Christian Education" and "instruction of the mind," "associated with training in just notions of duty toward God and man in the light of the Holy Scriptures." The only lines of operation, indicated in the Letter of Gift, were the training of teachers and the encouragement of such institutions as are most effectually useful in promoting this training. The means to be used, however, were committed "to the discretion" of the Trustees, and changes in the methods of applying the income were left to their "largest liberty." A very few restrictions, which harmonize in liberality, comprehensiveness and sagacity with the Gift, rather enlarge than limit the wide discretion. The Trust must be administered in no partisan, sectional, or sectarian spirit. Expenditure for land or buildings is prohibited, except for safe and productive investment for income. The wisdom of the Trustees was solemnly invoked to prevent any use of the endowment that might tend to

discourage rather than promote effort and self-reliance on the part of the beneficiaries. The spirit of the injunction finds expression in the French proverb, *Aide toi, le ciel t'aidera*.

. The implication of the endowment is amply sustained by stubborn facts. A knowledge of the need and of the true nature of the uplifting is an imperious demand, if our endeavors are to be rightly guided. Twenty-six years have elapsed since emancipation. Practically, no one born since 1860 has been a slave. But the consequences of slavery inhere in the race, affect opinion, legislation, politics, and need to be removed.

One of our most trustworthy statisticians gives an interesting study of the census in its relation to population. The first census, in 1790, showed that the colored population of the country numbered 757,208, or 19.3 per cent. of the whole. In 1810, soon after the abolition of the slave trade, it was 1,377,808, or 19 per cent. of the total population. Since then the ratio of the increase of the colored element has been less than that of the whole population and constantly diminishing. As we have seen, in 1810 it was 19 per cent. of the whole; in 1850 it was less than 16 per cent.; in 1860 slightly more than 14 per cent.; in 1880 a little over 13; and in 1890 it was a little less than 12. While the ratio to the total population has thus diminished, the rate of increase among the negroes themselves has also fallen off, and is materially less than that for the white race. In the decade from 1810 to 1820 it was 28.59 per cent.; in that from 1870 to 1880, making an estimated allowance for the imperfections of the census of 1870, it was 22.07 per cent.; and in the last decade it was only 13.9 per cent. as compared to 24.86 for the entire population of the country. In Mississippi and South Carolina, possibly in Louisiana, the negroes constitute more than one

half of the people; but at large they are a constantly-diminishing factor, and fears of a disproportionate increase may be abandoned. But irrespective of any relation of increase, we have more than 7,000,000 of citizens of African descent, different in temperament, in intellect, in modes of thought from ours, and their condition demands most careful inquiry and consideration. How can they be guided to better things?

The negroes imported as slaves made great progress over and beyond what they were in their native land. In general knowledge, in use and extent of language, in productive and useful labor, in habits of civilization, in religion, they were greatly superior to the negroes now living in the Dark Continent. Since 1865, the colored people have made much progress in acquisition of property, in mental training, in self and civil government, and yet the condition of the race is such as to require for its uplifting the intelligent, persistent, and united efforts of individuals, denominations, and States.

The illiteracy is appalling, with the attendant evils of indolence, poverty, vagrancy, superstition, vice, and crime. The American Missionary Association and the Freedmen's Aid Society—the two organizations which have done most for the negro—say that “the blacks who cannot read are considerably in excess of the 4,000,000 when emancipated,” and that “there are more illiterates now than in 1880.” The lack of self-restraint, of obedience to the moral law, of chastity, of a sense of the difference between emotional religion and living rightly, is too notorious to require the adduction of proof. Bishop Payne, a colored man, uses this language: “I say emphatically that no more than one-third of the ministers, Baptist and Methodist, in the South are morally and intellectually qualified;” and Mr. Washington, one of the most successful colored Principals, says “three-fourths of the Bap-

tist ministers and two-thirds of the Methodists are unfit, either mentally or morally, or both, to preach the gospel or to attempt to lead any one." Dr. Strieby says "the danger of collision is as unique as it is great—a danger that has no parallel in history—that of two races separated by color and prejudice and yet compelled to live together as equals in law on the same territory. . . . The numbers on both sides are far greater than in Egypt, the separation by the distinct mark of color is ineffaceable, and the prejudice, if possible, more deeply seated." Mrs. Pryor Rice, a lady of highest intelligence and character, who has had special opportunities for forming a safe opinion, says, "without doubt their most lamentable trait is the persistent divorce of religion from character . . . They have so perverted the idea of Christ as a Saviour that it hinders rather than helps their moral life." The negro problem excites increased concern because of the double character as men and as citizens. Rightly to solve it demands measures which must meet moral needs and needs as citizens, must train character and fit for civil duties, must cultivate self-respect, self-control, thrift, steadiness, foresight, individuality of obligation, induce the adoption of higher standards of life, create urgent wants enough to make work obligatory, multiply the ownership of property, and develop manhood and womanhood.

With admirable prevision and comprehensiveness, Mr. Slater suggested such instruction as would make good men and good citizens. Education and Religion were to be combined, so that the religion should not be spasmodic and superficial, but intelligent, based on the Christ of the Holy Scriptures. It was to be, also, an ethical religion, not mere "morality touched with emotion," nor pietism degenerating into superstition, but religion and morality, duty to God and duty to man, blended in inseparable unity, according to the

example and teaching of Christ. Gen. Armstrong emphasizes deficiency of character as the distinguishing mark of the negro. The Fund cannot undertake distinctively religious work. What it accomplishes in this line must be by incorporating into its work the spirit of Christ's teaching and doing.

As States and municipalities are making "adequate and public provision for education," it would be a waste of money and energy to interfere with what is better done apart from our control or intervention. Not to encourage and coöperate with the free-school systems of the South would be, on the part of the Fund, a most mischievous and stupid error. The help the Fund can give is very limited, and, therefore, in the application of it, we must search for fields of operations where it will be most efficacious. Even then, we can only touch here and there. It is vain to seek to pay a debt of millions with a single dollar. It would be idle Quixotism to undertake to educate the mass of the "lately emancipated," or to train all who need the training, or all who wish it, in the particular lines selected. The entire mass must have a common school English education. In 1885, this statement was entered upon the minutes—"The generous trust established by Mr. Slater was not supposed by him to be adequate for the establishment of an educational system for the blacks, nor was it intended for any such purpose." The Trustees can only hope to aid in giving to a few what may better capacitate them for self-support and leadership. Perhaps, the most feasible method is to elect and prepare such a number as resources may justify, whose directive intelligence may guide and stimulate a larger number. Our industrial age by its business combinations increases tenfold the demand for such power. Such leaders will be missionaries, inspirers, and through their inspiration others may be lifted to a higher level. These leaders and

instructors may be of wider influence, of broader reach, than can be measured by the walls of a school-room.

Consistently with its general aim and in execution of the wishes of its Founder, the Fund should be used for training teachers and for helping normal schools, or such other schools as by well-equipped departments are doing this kind of work. The normal instruction now given is sometimes nominal, often superficial and insufficient, lacking in vigor, completeness, system, and in scholarship foundation, having only a slight infusion of pedagogic instruction, making poor return for money expended, and failing to give dignity, efficiency, attractiveness to teaching as a profession. It may be that teaching, as an art, a science, based on psychology, to be successfully taught, needs more advanced pupils than many of the institutions can furnish. The Fund might come to the relief of State Normal Schools for colored teachers, or its help for teacher-training might be restricted to five or six schools, to only one in each State, and then on the condition that the teachers shall be adepts with proved teaching power, and have the sanction of the Educational Committee. During the year thirty-seven schools have been aided. Applications for help from a dozen others, perhaps equally meritorious, are urgently pressed.

General aid to so many schools seems unadvisable, because of the small sum of money at our disposal, the difficulty of discriminating where all have some merit, and the impolicy of diffusion of help over such a wide surface. Concentration on a few salient, radiating points, and for a few objects over which there may be some kind of supervision, seems wiser. Diffusion is weakness. Concentration is strength.

Manual or industrial training has been a first principle with the Trustees. It may now be regarded as a fixed policy. Where

such a consensus of opinion exists, affirmative argument is unnecessary. But how can this training be most wisely secured? It is folly to hope, or to try, to make every pupil skilled in some art. Distribution of income per capita for such a purpose would be criminal. The benefit to the individual of some smattering of knowledge of tools, or of a craft, is not doubted. The practical question is, what shall be done where so many schools and individual pupils are clamoring for aid, and so many are meritorious? "What are these among so many?" Discrimination is painful, will provoke complaint and criticism, but is it not imperative? Diffusion is easy, would do some good, but concentration has the promise of better and more enduring results. The policy of concentration will require selection among institutions and selection among industries, having reference to racial uplifting, and to the just claims and needs of localities and the sexes.

Industrial training will be very helpful, it seems indispensable, in lifting the race out of darkness into light, out of improvidence into thrift, out of poverty into holding of property, out of ignorant labor into the partnership of skill and thought with labor—"an alliance of mutual dependence and elevation,"—out of profligacy and vagrancy into self-respect. Capability of self-support, the consciousness of inventive and constructive faculty, the cultivation of the perceptive powers, the appreciation of the dignity and value of intelligent work, the widening of wants, will lift the negro out of degrading environments into the responsibilities and aspirations of manhood.

So many different kinds of instruction have been designated by the terms "manual" and "industrial," that some delimitation is necessary in order to get clearness of apprehension. Sometimes, technological schools, such as the Massachusetts and the Stevens, are included, but these are for the various

engineering professions, for architects, &c., and have no immediate relation to our work. Instruction is often given with reference to a particular trade, and then the studies are special and akin to intelligent apprenticeship. Art-industry schools teach drawing, designing, modeling, the natural sciences, having as a special end the improvement of products, so as to make them beautiful, artistic, salable. And then, as in Philadelphia, Washington, Des Moines, and other cities, there are schools which prepare pupils for work throughout the entire industrial field. "It is the general and common training which underlies all instruction in particular techniques." The teaching is largely in the principles of mechanism and in the tools common to all trades. This would include the properties of bodies, the rudiments of natural philosophy, drawing and design. There must also be shops where technical knowledge is acquired by practical instruction with the easiest and least expensive tools and machinery.

Manual training as fostered by the Fund should not be, primarily, to make engineers, architects, carpenters, brick-masons, of pupils. The object should rather be to modify traditional methods so as to make more useful members of society. A Boston teacher describes it as practical education in the use of hand-tools and machinery in wood and metals, not for application in any particular trade but for developing skill of hand in the fundamental manipulations connected with the industrial arts. It is preparatory to practical work. The six simple mechanical powers—lever, wheel and axle, pulley, wedge, inclined plane, and screw—by adjustment and combination, are the basis of all constructions and inventions. A clear knowledge of these powers and a rudimentary acquaintance with the use of tools would help students in maintaining

successfully the battle of life. In a short time, they might become good workmen without the repulsive drudgery of a narrow and tedious apprenticeship. This kind of training would give fitting preparation for useful pursuits, increasing willingness and effectiveness in producing wealth.

Coöperation of mind, hand, and eye conduces to a broader mental culture. Manual instruction, properly given, can be made disciplinary and a valuable adjunct to primary studies. The education for the negro should be adapted to, commensurate with, his wants, relations, position, pursuits. It should respond, as far as it goes, to everything his life calls for. Ordinarily boys and girls, when they leave school, are fit for no occupation. Industrial pursuits are ignored. Partiality for them is not created, could hardly be expected, when the whole education has no visible connection with them. Negroes are not the propertied classes and must earn a living from productive employments. That is the supreme necessity. With the exception of teachers and preachers, possibly, of physicians, there is, at present, little necessity for the special knowledge which fits for the higher professions. For some years to come, the large majority will not receive more than a minimum of education. What is needed, along with a common school education, is some practical knowledge, some mechanical or manual skill, which will be immediately available in wage-earning, or for "bread and butter." Manual training, thorough and varied, becomes essential to dignify labor and show its indispensableness and impart habits of steady and intelligent industry.

It will be seen that profit-making and fitting for special trades have been carefully excluded, the object not being to teach a trade, or to manufacture articles for sale, but to educate the practical side of a pupil's nature, to make manual

training an educational process, to give the best possible equipment for life. The Fund, in this aspect of its work, cannot hope to make individual artisans, or to get a revenue from industries which are educational. Economic production is not the aim. If it accrue, it is incidental. The responses to circulars show that profitableness of industrial employments is a desideratum. To institutions, under a pressure to "make buckle and tongue meet," this may well be so. To give compensation to students to enable them to work out their education has much to commend it. It is foreign to my purpose to disapprove or criticize what the schools are doing. They and the Fund have different stand-points. They seek to give permanence and success to local organizations. The Fund must take a wider view and consider how with meager means a race can be benefited.

It may be interrogatively suggested: *First*, whether the various schools for the late freedmen and their descendants are not injured by a greed for numbers and the consequent introduction of unsuitable material, scholastically unclassifiable pupils. In some cases the pupils seem to be overloaded with school work. The curriculum of a College or an Academy is laid upon them. Burdened by the pretentious names of "University," "Seminary," "College," an obligation is created to "keep up appearances," to have a show of consistency with the high-sounding name, and thus pupils and the public are deluded, and standards are published and imposed to which there can be no conformity. *Secondly*, whether the multiplication and support of these "Universities," "Institutes," etc., do not practically militate against the Public School system which must be the only permanent reliance of the race for general and sound education. These "Colleges," etc., are nearly all denominational, and in so far as they aim to prepare

preachers for their work are necessary agencies, but in the communities where located, they draw away from the public schools the best class of negroes. These institutions have been established and sustained by the generous contributions of individual philanthropists and denominations at the North. No single one of them is sufficiently endowed. Agents make their annual rounds to gather up enough to keep the schools in "running order." Will the North continue indefinitely this heavy drain upon their beneficence? Shall the Slater Fund, by indiscriminate help to all, keep alive an expectation that must soon fail? or shall the Corporation select a few schools and concentrate judicious help upon leaders in teaching and practical industries? There is danger of cultivating a sense of dependence, a reliance upon external aid. Ability to help themselves is what all our aid should seek to confer.

I venture, hesitatingly, to suggest that there is a disproportionate expenditure for the benefit of the men. In our consideration of the perplexities and difficulties of the race question, it is too common to confine our views to the male sex. We are too apt to ignore or underestimate the influence of woman on home-life, on religious and social life, on civilization. It is essential for the elevation of the race that wider, wiser, larger effort be made for lifting up the women. There is no substitute for cultivated Christian womanhood. A nation or race cannot rise higher than the sources of social, moral, and spiritual life. A race cannot be improved except by ennobling the women. If deficiency of character be a racial defect, then improvement of home-life is a racial imperative. With crowded and filthy homes, with loose notions of personal chastity, with false ideas of social respectability, with coarse, sensual, ignorant, untrained, slatternly, improvident, low-standard mothers, wives, sisters, daughters, with errone-

ous and deficient training in what and how to buy and wear, to cook and eat,—to expect satisfactory and hopeful progress is a “shooting of Niagara.” Improved family life, elevation of home-life, incalculably important, must be accomplished by trained colored women. Where homes have been purified, made decent and attractive, almost invariably the husband or wife or daughter has been educated in one of the negro colleges. The few such homes which exist are the demonstration of what may be done and of their salutary influence. They are helpful object lessons, healthy leaven, incalculable for good. They offer proofs of the improbability of the race and furnish a security for welfare of both races in prosperity, morals, and good government. The inhabitants of such homes go away from indolence, filth, disorder, immorality, and crime, and have an increasingly wholesome interest in the security of property and the well-being of society.

These adverse suggestions need to be accompanied by the strong declaration that the more the work of the schools is investigated, the higher becomes my admiration for the intelligence, the patience, the courage, the faith, the success of the men and the women engaged in the delicate and difficult work of negro education. Martyrology contains no worthier names than those on my pen point, suppressed only by a desire not to be invidious. What has been achieved and the merit of it can be comprehended best by those who have looked most carefully into the difficulties of the situation. Making brick without straw seems easy compared with the results achieved by some of these laborers whose names should be enrolled with the Howards, the Judsons, the Damiens, for they are possessed of that spirit which makes heroic sacrifices on the altar of religion and humanity. Impatience that results have not been more rapid, or that results have been so discouraging, has char-

acterized the extremists in theories and opinions. The history of other races in their emergence from savagery to civilization is forgotten, and so, also, of the preparation for more enlightened government. It is not possible to alter at once and appreciably the character of a race. The average level rises gradually and slowly. The working of parliamentary and republican institutions sometimes rejoices monarchists and robs friends of hope. Years of disciplinary experience, of administration, of freedom, of combination, and of public discussion, seem to be the required preparatives. The education of the democracy of France in the incessant struggle against Orleanists, Bonapartists, Legitimists, is far from complete. The friends of the negro; of his moral and intellectual elevation, of his preparation for duties as well as rights of freedom and citizenship, must take into consideration heredity, environments, traditions, race tendencies, and prejudices, and bring to remedial and educatory measures tact, study, justice, hope, and faith. This may be theoretical striving after a distant ideal. If we could begin *de novo*, the suggestion of what would be best might be easier. We are handicapped by such facts as :

1. The schools are not under our control and only adopt, as they may please, our recommendations.
2. They have objects and ends, paramount, perhaps, to the two objects we aid.
3. They have varied industries already begun, for which "plants" exist, that cannot be modified without pecuniary loss. On these industries the schools and students depend for support.

These views were penned as the result of independent reflection and investigation. I have since read the Report of Bishop Haygood for 1891. I know no one for whose judgment and opinions on this subject I have greater

respect, and for whose labors in the difficult field where he has wrought, more grateful admiration. He has studied the matter carefully and his work in its far-reaching results is not determinable by overt proofs. He has sown fructiferous seed which, in coming years, will bear abundant and profitable fruitage. He has created a sounder public sentiment at the South and has identified his name imperishably with the grand achievements of the Slater Fund.

In accordance with the views elaborated in this paper, modified somewhat by my confidence in the wisdom and accurate knowledge of Bishop Haygood, it is recommended to the Educational Committee:

(a) That appropriations be made only for the current year and without assurance of renewal.

(b) That the diffusive policy be gradually changed into more effective concentration, and that we advance from the more general to special help, from what was wisely done in the initiative of the Slater administration to what will give directive intelligence and make leaders, from inferior trades to manual dexterity, skilled labor, constructive power. This would necessitate a selection of schools and industries and the diminution, or suspension, of appropriations except for such schools as are specially chosen.

(c) That the Student-aid appropriations be discontinued.

(d) That the money appropriated be used in payment of salaries of experts in normal work or manual training, or in the special industries designated.

(e) As the Slater Fund itself should be educational and take, as far as practicable, the lead, if not the initiative, in educational plans and methods for the "uplifting" of the negroes, it is suggested that the Trustees occasionally print and publish bulletins, giving brief accounts of the progress of the work in

connection with the schools aided and of the general educational work among the negroes of the South, and also special papers discussing, or giving information upon, current questions relating to the work committed to their hands.

A circular, with searching interrogatives, was addressed to each aided school and to some others. Replies were generally full and were valuable and instructive. Some of the schools I have visited. Personal inspection and personal acquaintance with the teachers are worth a thousand letters.

1. All agree that the negro needs a special training to meet his deficiencies, whether they be racial or the result of environments. Industrial training, next to religious, is probably the most important factor in the proper education.

2. "*Better Homes*" is echoed in almost every reply. This must come through right education, elevating the standard of living, and increasing higher wants.

3. The strong religiosity of the negro is recognized, but he needs to be taught that religion belongs to the *will* quite as much as to the *emotions*. Hence the importance and prominence of *religious* instruction.

4. All recognize the disciplinary and educational value of industrial training and ask for continued help.

5. Only two of the schools aided are under State control, —Jacksonville, Fla., and Montgomery, Ala.,—but Hampton, Claflin, Tuskegee, Fisk, Central, Roger Williams, Le Moyne, &c., through the Agricultural Fund, or Scholarships, or direct appropriations, are aided by the States and report to them. Jacksonville, Montgomery, Tuskegee, and Mt. Hermon are not connected with denominational or religious organizations.

6. With the Shaw, at Raleigh, and Central, at Nashville, are Medical Departments, the Leonard and the Meharry, well-conducted and useful. Both I have visited.

7. In Clafin, Gilbert, Jackson, Rust, Tuskegee, Talladega, Tougaloo, Paul Quin, and a few others, farm work is done. At Tuskegee, canning fruits and vegetables has been started with favorable outlook.

8. In Spelman, Scotia, Rust, Fisk, and Talladega, nurse-training is taught; in Spelman, successfully.

9. Paul Quin, at Waco, Texas, and Livingstone, at Salisbury, N. C., are under negro instructors.

10. Sixteen schools—Benedict, Brainerd, Central, Clafin, Gilbert, Jacksonville, Le Moyne, Livingstone, Meharry (medical), Mt. Hermon, Philander Smith, Roger Williams, Rust, Montgomery, Straight, and Tougaloo report \$3,674.33 as used for materials, tools and appliances. Fisk does not discriminate between instruction and supplies.

11. Brainerd, Central, Fisk, Hampton, Leonard (medical), Meharry (medical), Mt. Hermon, New Orleans, Roger Williams, Shaw, Talladega, and Tougaloo—twelve schools—report \$3,494 for Student-aid.

12. Special mention should be made of the Spelman and Schofield, with female pupils only, conducted by female principals, for their admirable work along industrial, intellectual, and moral lines.

J. L. M. CURRY,

Chairman of the

Educational Committee.

Washington, May, 1891.

REPORT OF THE GENERAL AGENT.

Gentlemen of the Board:

In closing my connection with the work of the "JOHN F. SLATER FUND," I may be indulged in some general reflections upon the subject of Negro Education, and in a few statements more personal than have entered into reports hitherto presented to the Board of Trustees.

During nearly nine years the work committed to me in October, 1882, has been a chief and constant care. If it were all to do over I could not try harder to do my work, nor could I do it better unless it were possible for one to begin with the experience and special knowledge which comes only with the end. This work has never been out of my thoughts, my heart, or my conscience.

What the results are figures cannot tell; I do not know—except that the best work for God's cause cannot be compressed into mere statistics, as the "Exchange" counts a cotton crop. "Percentages," and "averages," and "totals" are inadequate in estimating efforts and results in the Spiritual Kingdom. Only this is clear to me: the results of my work—ill or good, much or little—belong to the developments

of the future, rather than the realizations of the past. Some good seed I have helped to sow; it will always be to me an occasion of gratitude that, in the orderings of Providence, my connection with the Slater Fund brought me larger opportunity than I had before to help the needy people of the Negro race.

I am very sure—although one knows too little to be over positive—that the realest, best, and most abiding results of my work, during these nine anxious and laborious years, are of a sort that they do not connect themselves with a form of statistics, and cannot be set forth in any kind of report. The cause of Negro Education I have strenuously pleaded—in speech and in writing—upon every fit occasion. What I could do I have done to encourage and inspire the Negro to the best conceptions of Christian manhood and Christian citizenship; to convince my people—the white people of the South—of the duty and expediency of making the most of their Negro neighbors; to cheer the people of the Northern States in the stupendous work they had undertaken, and to win, if possible, their patience with their Southern fellow-citizens—placed in conditions that never came to any race. Not a little work I endeavored to do in these lines before I had any knowledge that there was to be a Slater Fund. Of the truth of what I have tried to teach—of the importance and necessity of the Christian education of the Negro race, I am now, at the close of my special ministry in these fields, more convinced than at any time in the past.

Of the results of right efforts, I am more sure; of the final outcome of this American-African race problem, I am more hopeful and certain. There is no serious contention now as to the practicability or necessity of the Education of the Negro race; henceforth it will be a discussion as to methods and

measures. And this indicates the greatest result so far achieved by all the workers in this difficult field. In this connection figures may, at least, illustrate. Within a month past, the Hon. W. T. Harris, United States Commissioner of Education, kindly sent me, under his own signature, the present status of the Common School Education of the Negro in the Southern States. He had not the last reports for the State of Arkansas; the other States report 19,983 "colored schools," Arkansas will bring the number to about 21,000. In these schools is a total enrollment of 1,199,410 pupils. All this has come to pass since 1865; nearly all since 1870; most of it since 1875. Ninety-five per cent. of the taxes are paid by Southern white people; there is fair distribution between the races; there is in no Southern State—when let alone—any thought by leading people of any such change in the public school laws as would discriminate against the Negro.

At this place I wish to reiterate, in substance, a statement made in my report for 1889-90.

The public schools for Negro youth—that, for the current year, will cost the white people of the South not far from \$7,000,000—though far from what they ought to be, are steadily improving in quality. This unmistakable improvement is due to two causes: 1. The States put more money in them, making longer terms and securing better teachers. 2. The teachers are more capable year by year, because the higher institutions each year send out large reinforcements to strengthen the teaching force in the field. To impatience progress seems slow; to common sense it is great and unmistakable. A whole race cannot be educated in one generation; there are thousands of illiterate white people after centuries of freedom and opportunities. The chapter that tells of the work and the results in Educating the Negroes in America is not matched in any history of any age.

Many of the most faithful workers in the missionary schools of high grade for the Negro are, at times, sorely tempted to despondency. They do not see *in the developments and expression of character* the results they hoped for. They expected too much in their time and had forgotten history. It is easier to learn Arithmetic than to learn to speak the truth; to learn to read than it is to be honest; to learn Science than to practice the industries, economies, and moralities of life. It is easier to learn books than to be manly; knowledge comes faster than character. This is not peculiar to the Negro; Saxon serfs—our grandparents as it were—served a long apprenticeship. Not a few, without any real knowledge of the Negro, dogmatize about him in contempt of history; else theorize him outside the ordinary conditions of humanity. With some there are reasons explaining this intellectual eccentricity that I care not to discuss, since time, the subsidence of passion, and the law of mortality, will make an end of them.

In his educational development the Negro is just now at the danger line—of which he, most of all, is unconscious. So far his education has developed wants faster than his ability to earn means to satisfy them. In the most of them the result is discontent; with many, unhappiness; in some, a sort of desperation; in not a few, dishonesty. On these points I have not the shadow of a doubt; this particular matter I have studied widely and minutely. A plow-boy earning from \$100 to \$150 a year—board and lodging “thrown in”—has enough to supply his normal wants; this boy, after six years at school, not only desires but needs from \$300 to \$500 a year to satisfy the wants that have been bred in him, while his earning capacity has not grown in proportion. This state of things grows out of a natural and universal law of

humanity, and is peculiar to the American Negro because he is now, and by no fault or choice of his, in this crisis of development.

The poorest people are not those who have little, but those who want more than they can readily earn. That many half-taught and unwisely-taught Negroes "go to the bad" and seek money by "short cuts," is not surprising. In these matters the Negro's weakness illustrates his brotherhood to his white neighbors. The prisons show enough half-educated white people to prove that merely learning the rudiments does not secure virtue. In all races it is true that with new knowledge new temptations come; strength to resist comes after, if at all. In all this a man of sense finds no argument against the education of the Negro, but a demonstration of the need, for him and for the white race, of more and better education.

"Better" is not the same as "more;" the imminent need for the Negro is to find out what education is now fittest for him. Nothing in these statements means the exclusion of the Negro from the highest and widest studies of which some of them are capable; it does mean, as I see it, that the "regulation college curriculum" is not what most Negro students need. I would exclude, by arbitrary and prescriptive rules, no Negro from whatever he can achieve, but I am persuaded that, in overlooking the hard facts of this case and in pressing the "college" idea overmuch, there has been much waste of money, labor, time, opportunity.

The educated Negro man gravitates to the pulpit or the school-room. To the pulpit first, because here he may gratify, without hindrance, his inborn love of speaking. He is oratorical by instinct, and this race will, more and more, develop great orators. The educated Negro woman goes to the school-

room by preference, but she would rather be wife to the preacher. Along here are perils that wise Negroes understand.

Why should such indications and tendencies surprise us? No man lives by the labor of his hands who can live by his wits—least of all American white men. The Negro's dangers are greater because his opportunities, outside the labor of his hands, are few. No arguments, nor frettings, nor denunciations, nor laws, nor force, can multiply them; time and new conditions, possible only to the "time element," can increase them.

The educated Negro finds it difficult to succeed in the practice of law. White people employ attorneys of their own race, and a Negro will have none but a white man for lawyer when large sums are at stake, or life or liberty are imperilled. But he has "made a beginning" in the law.

Next to teaching and preaching, medicine among professional pursuits, offers the best field and the best opportunity for the capable Negro. The reason is, there is a generally recognized and felt need of Negro doctors. Two of the institutions in connection with the SLATER FUND—"Meharry Medical College," Nashville, Tennessee, and "Leonard Medical School," Raleigh, North Carolina—are thoroughgoing schools of medicine and command the respect of the medical profession. The large majority of the graduates of the schools are doing admirably in the practice of medicine. They are a blessing to their race and are successful and useful citizens. I have requested Dr. G. W. Hubbard, Dean of the Faculty of Meharry Medical College, to present to the Board of Trustees a paper setting forth, as a layman cannot do, the case of the Negro as related to medical education and to the practice of medicine.

One great blessing the "John F. Slater Fund" has brought to the Negro race is this: The industrial training fostered by it has prepared a great number of colored men and women to earn money and to do good in other lines of useful life than the pulpit and school room opened to them. To help the Negro in this crisis of his development, the "John F. Slater Fund" has exerted itself to teach him the use of hand-tools, in many lines of practical effort, in order to initiate him into the practical mechanical arts. The results of this effort have justified the far-sighted philanthropy of the noble Christian gentleman of Norwich, Connecticut, who gave \$1,000,000 to "help the lately emancipated people and their descendants." I do not believe any \$1,000,000, ever given in America, to the cause of God and humanity, ever did as much real good to needy people.

Within a few days after entering upon the work of my Agency, I visited Mr. Slater at his home in Norwich, and in long and painstaking interviews with him, sought to find out just what his conception of the uses of his foundation were. What I know to have been his wish I have kept steadily in view during the nine years of my Agency; at the same time seeking, to the best of my ability, to observe the general instructions of the Board of Trustees.

Mr. Slater recognized clearly the great needs of the "lately emancipated people." His conception of the best methods of really helping them included several important and essential elements. 1. Practical education in books and always under Christian influence. 2. Not to establish new schools, but to make more efficient such as were or might be established by others. 3. To select for aid those schools that did the best work in preparing men and women who, going forth among the people, could worthily teach the children of their own

race. 4. To help as many schools as the proceeds of the "Fund" allowed, so as not to make appropriations inefficient. 5. To so use it, to quote his words to me, as to make it a "diffusive stimulant" to the Negroes themselves and to other friends who might help them. 6. To prefer those schools that would recognize and introduce "industrial training."

The Board of Trustees, at the beginning, understood Mr. Slater's views very much as the Agent did; on Mr. Slater's platform my Agency proceeded from October, 1882, till the present time.

It may be well, at this time, to present, in a general way, a resume of the work prosecuted in seeking to carry out the purpose of the generous founder of this trust. At the beginning *industrial training* was well established and vigorously carried on at Hampton Institute, under the wise and energetic direction of General S. C. Armstrong. It was, in a meager and tentative way,—there were no means available then to do more,—attempted at perhaps half a dozen schools for the colored people. At this time every school in connection with the SLATER FUND recognizes the utility and necessity of industrial training; so does every important school for the Negro race, whether aided by the fund or not. In many of these institutions industrial training is well established and successfully carried on; in all of them enough is accomplished to do great good and encourage to more effort. Every one, known to me, earnestly desires to extend its work in this direction. At the beginning many doubted, some opposed, and not a few were indifferent. At this time no experienced teacher in Negro schools entertains so much as a doubt as to the desirableness and usefulness of this very important element of education.

It has been demonstrated that an hour or two a day in the work-shop or the sewing room does not hinder, in the least,

education in books. It has been found, as a rule, that the best men in the shop are the leaders in the class-room. Experienced teachers say that industrial training fosters good discipline and the up-building of strong and reliable personal character. Outside the important fact that a great number have learned enough of the trades to pursue them profitably, it is certain that thousands have learned enough to be independent as citizens and far more capable as heads of families. That "Head, Heart and Hand Training" should go on together in these institutions is now the accepted doctrine in all quarters.

It cannot be doubted that the success of industrial training in the Negro schools has had much to do with the development of opinion, throughout the Southern States, of the importance of this part of education in the white schools of the country.

As a general principle I have not encouraged the use of machinery, except of the simpler kinds. Training in the use of hand tools is more educative, useful to the larger number, and, being less costly, comparatively small sums appropriated to the different schools made industrial training available by a large number of students. Besides, mastery in the use of hand-tools is, at this time and under the conditions surrounding the Negro race, more useful to the masses of them than the knowledge of machinery. I wish to add, at this point, the expression of my opinion—founded on the observations my work has made easy to me—on two points of practical moment. 1. I believe that relatively larger returns, in useful training, have come from comparatively small appropriations. 2. I am entirely convinced that we cannot make industrial training self-sustaining, without sinking, to a hurtful degree, the educative part of the work in the effort to secure "profits." With this view I believe all experienced teachers will agree. I have not asked their views on this point; I believe I know

their opinions from what I know of the facts in the case. What experiments have been made in this direction confirm my belief.

While hopeful of the best issues, I ought to say that I have never been so anxious as at this time concerning the right education of my Negro fellow-citizen. He has been, in large measure, the victim of circumstances beyond his control.

As a citizen the Negro is still "in the rough," with more anxiety about his rights than his duties. In this statement is no thought of censure of him; he is least of all to blame for his unhappy condition. In the rôle of citizen he has done better, I am sure, than most Southern white people believed to be possible for him. As a voter he has given infinite trouble, but less than thoughtful people who knew him, expected. He is only an entered apprentice more restless than diligent. Unfortunately for the Negro and the country, not a little of the discussion that for a generation has gone on, with him for a text, has had the effect of fixing his attention and interest upon the exercise of his rights rather than upon the duty of preparing himself for the responsibilities that grow out of them.

As to the Negro's future citizenship it depends mostly on him; what he is to be as a citizen depends upon what he is to become as a man. He alone will determine his future place; it is easier for his friends to harm than to help him. Laws cannot make him what he is not, nor can they greatly hasten his development. Chickens, under normal conditions, hatch in three weeks; eggs, under 212 degrees Fahrenheit, cannot hatch at all. Least of all can any outside pressure or force develop the Negro into useful manhood or safe citizenship.

If there be any friend of the Negro who would listen to me; if there be any Negro who believes that I have tried to help

him ; to such as care to know the facts that concern his future, I wish, in this final report as Agent of the JOHN F. SLATER FUND, to say with candor and earnestness : The Negro's right in the public schools of the South was in mortal jeopardy while the last Congress was in session. The passage and enforcement of what the Southern people called "the Force Bill" would have wrecked the Negro's chance at public education. The rightness or wrongness of this result I am not now considering ; I speak of hard, cold facts ; of actual not ideal relations ; of conditions not theories. The Southern white people, whose money maintains the public schools, would have abolished the whole system before they would have paid for the education of the Negroes under the conditions they believed to be involved in that measure.

What is to be done ? Here I am absolutely sure of my ground—there can be but one answer. Teach him ; train him ; make a self-supporting man and Christian of him.

The "old master" took him as a savage when he did not know a plow from a telescope and taught and guided him—selfishly it may be, but really and truly nevertheless—and built him up to what he was when in the providence of God he was made free, and, by marvellous processes, made in a day a citizen and a voter. The results, in the Negro himself, of this ante-bellum training were most wonderful. That ante-bellum history demonstrated, on a very large scale, the Negro's inherent capacity for development through educative processes. Encouraged thereby and by the history of his schooling since 1865, let those who can, teach and guide him, as he now needs to be helped. Helping him truly means bringing him to stand on his own feet, so that he will, by and by, need help no more. He has suffered much from over-help ; many of them have had the backbone of manhood coddled out of them. The wisest of their race know this to be true and the wisest

of their teachers begin to demand of them that they pay a larger share of the expenses of their education. This also is educative in a high degree and there should be more of it.

But the time to cease helping him has not yet come. He can work his passage, but he cannot, without aid, build and equip the ships that carry him. The abler, more-developed, richer race cannot, dare not—if self-protection were the only motive—let him go. They must go on training and helping their humbler brother into Christian manhood; go on, I should say, for a hundred years to come—a very short time for so great a work.

To me it will be an undying pleasure to recall the years I have spent in trying to help my "Brother in Black." The effort to help him has been an unspeakable blessing to me. I have friends among them I will love forever. Among the hundreds of teachers whose acquaintance I have formed in visiting the schools I have had duties with, are men and women among the very noblest I have ever known. Their consecration has blessed me and their kindness has brought me cheer and comfort. It will be a sort of spiritual instinct with me to pray the blessings of the God and Father of us all upon these chosen and honored servants—my brethren and sisters in the fellowship of the cause of Christ Jesus our Lord.

To the gentlemen of the Board of Trustees, I desire most earnestly to do what I know not how to do in a fitting way—to express my appreciation of all the courtesies and kindnesses they have shown me. Wishing that the work for which Mr. Slater gave his princely offering may prosper far more in other hands than it has prospered in mine, I am, Gentlemen of the Board,

Very Respectfully,

ATTICUS G. HAYGOOD.

SHEFFIELD, ALA., April 30, 1891.

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PLANS ARE AT THE
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SUMMARY OF THE WORK OF 1890-91.

To the institutions receiving aid from the "John F. Slate Fund" for the School Year 1890-91, the Board, at its last annual meeting, made apportionments as follows:

Atlanta University, Atlanta, Ga.....	\$ 1,600 00
Ballard Normal School, Macon, Ga.....	800 00
Benedict College, Columbia, S. C.....	1,000 00
Biddle University, Charlotte, N. C.....	1,000 00
Brainerd Institute, Chester, S. C.....	1,000 00
Central Tennessee College, Nashville, Tenn.....	1,300 00
Claffin University, Orangeburg, S. C.....	2,000 00
Clark University, Atlanta, Ga.....	5,000 00
Fisk University, Nashville, Tenn.....	2,000 00
Gilbert Seminary, Winsted, La.....	1,000 00
Hampton Institute, Hampton, Va., (General Appropriation)....	1,500 00
" " " " (Special ")....	1,000 00
Hartshorn Memorial Institute, Richmond, Va.....	650 00
Jackson College, Jackson, Miss.....	1,000 00
Jacksonville Graded School, Jacksonville, Fla.....	1,000 00
Leonard Medical School, Raleigh, N. C.....	1,000 00
LeMoyne Institute, Memphis, Tenn.....	1,300 00
Livingstone College, Salisbury, N. C.....	1,000 00
Meharry Medical College, Nashville, Tenn.....	1,200 00
Mt. Hermon Female Institute, Clinton, Miss.....	1,000 00
New Orleans University, New Orleans, La.....	1,200 00
Paul Quin College, Waco, Tex.....	600 00
Payne Institute, Augusta, Ga.....	600 00
Carried forward.....	\$29,750 00

Brought forward.....	\$29,750 00
Philander Smith College, Little Rock, Ark.....	1,000 00
Roger Williams University, Nashville, Tenn.....	1,000 00
Rust University, Holly Springs, Miss.....	1,300 00
Schofield Normal Institute, Aiken, S. C.....	1,000 00
Scotia Female Seminary, Concord, N. C.....	700 00
Shaw University, Raleigh, N. C.....	2,000 00
Spelman Female Seminary, Atlanta, Ga.....	2,500 00
State Normal College, Montgomery, Ala.....	1,500 00
State Normal School, Tuskegee, Ala.....	1,500 00
Straight University, New Orleans, La.....	1,500 00
Talladega College, Talladega, Ala.....	1,900 00
Tillotson Institute, Austin, Tex.....	900 00
Tougaloo University, Tougaloo, Miss.....	2,000 00
Training School, Knoxville, Tenn.....	600 00
To Special Objects.....	500 00
Total.....	\$49,650 00

Of the general status of these institutions, and of the work of the year now closing, the following statements afford a summary, not entering into specific statements of work accomplished, in items as heretofore, in order not to make the Report unreasonably bulky.

ATLANTA UNIVERSITY—Atlanta, Ga.

(Organized 1869; American Missionary Association.) Real estate (60 acres) and improvements, \$222,700. Rev. H. Bumstead, President. Teachers, 28; students, 677. Slater appropriation, \$1,600—used entirely in paying, in part, salaries of seven instructors in the Industrial departments. The industrial plant represents \$9,576.00; the cost of running the industrial department averages \$3,500.00 per annum. Whole cost of maintaining University, 1890-91, \$39,640.02. The President estimates that from the beginning \$800,000 have been expended upon the University and its work, and that 3,300 students have shared the benefits of the instruction and training.

BALLARD NORMAL SCHOOL—Macon, Ga.

(Organized 1868; American Missionary Association.) Property value, \$65,000.00; industrial plant, \$3,700.00. Mrs. L. A. Shaw, principal.

Teachers, 13; students, 625. Slater appropriation, \$800—used entirely in paying, in part, salaries of instructors in carpentry, cooking and sewing schools. Entire cost of maintaining school 1890-91, \$5,000.

BENEDICT COLLEGE—Columbia, S. C.

(Organized 1871; Baptist Home Mission.) Property value, \$50,000. Rev. C. E. Becker, President. Teachers, 7; students, 314. Slater appropriation, \$1,000—used as follows:

Salary account, industrial departments.....	\$ 569 67
Appliances.....	130 37
Material.....	299 96
Total.....	\$1,000 00

The President estimates that during the last ten years 2,400 students have received instruction. It is very important and significant, that the Baptist State Convention, (white) of South Carolina, voted, at its last session, \$500.00 to forward the work of the institution.

BIDDLE UNIVERSITY—Charlotte, N. C.

(Organized 1867; Presbyterian Board.) Property value, \$62,000. Rev. W. F. Johnston, President. Teachers, 8; students, 175. Slater fund appropriation \$1,000—used entirely in paying for instruction in industrial department, in which 101 students receive teaching and training.

BRAINERD INSTITUTE—Chester, S. C.

(Organized 1870; Presbyterian Board.) Property, \$20,000. Rev. S. Loomis, Principal. Teachers, 11; students, 470. Slater appropriation \$1,000—used as follows:

Salary, Industrial department.....	\$ 680 00
Student's aid.....	260 00
Increase of tools—Carpenter shop.....	60 00
Total.....	\$1,000 00

Mr. Loomis estimates that \$45,000 have been used in carrying on the Institute, and that 1,800 students have shared its benefits.

CENTRAL TENNESSEE COLLEGE—Nashville, Tenn.

(Organized 1866; Freedmen's Aid Society.) Property \$100,000. Rev. John Braden, President. Teachers, 32; students, 600. Slater appropriation, \$1,300—used as follows and for part payment of teachers in Industrial departments:

Carpentry.....	\$ 500 00
Blacksmithing.....	200 00
Printing.....	100 00
Sewing, etc.....	200 00
Tools.....	200 00
Student aid—for work done.....	100 00
Total.....	\$1,300 00

The Industrial plant represents an outlay of \$24,000; cost of maintaining Industrial departments, \$2,700; annual cost of maintaining institution averages \$12,000. President Braden estimates that \$205,000 has been expended on the College and that 4,344 students have received training and instruction.

CLAFLIN UNIVERSITY—Orangeburg, S. C.

(Organized 1869; Freedmen's Aid Society.) Property (real estate 200 acres), buildings, improvements, \$80,000. Rev. L. M. Dunton, President. Teachers, 17; in night school, 25 practice teachers; students in day school, 950; students in night school, 300; students in Industrial departments, 680.

Industrial plant cost \$20,000; cost to run Industrial departments this year \$8,000. From the beginning \$350,000 have been expended upon the University and its work, and 6,000 students have been taught. As to work and use of money the President's full statement is given, as a model of terseness and completeness.

"The John F. Slater Fund has been the inspiration of our Industrial departments.

The State appropriation from Agricultural bonds, \$5,800; from the State of South Carolina, \$5,000; from the Slater Fund, \$2,000; from the Peabody Fund, \$1,000; from the F. A. and S. E. Society, \$13,200.

The Slater Fund has been disbursed as follows :

Department of Wood Working by machinery.....	Salary, \$	400 00
Department of Carpentry.....	do	400 00
Department of House Painting.....	do	200 00
Department of Nurse Training.....	do	200 00
Tools and necessary student labor.....		195 00 ✓
Department of Laundering.....	Salary,	140 00
Department of Masonry.....	do	140 00
Department of Blacksmithing.....	do	140 00
Department of Printing.....	do	100 00
Department of Shoemaking.....	do	50 00
Department of Merchandising.....	do	35 00
Total		\$2,000 00

All students in the University proper are required to take two trades and are classified as follows: Agriculture, 40; Art Decorations, 20; Blacksmithing, 98; Bricklaying and Plastering, 92; Carpentry and Cabinet Making, 185; Cooking, 35; Crocheting, 120; Domestic Economy, 13; Architectural Drawing, 13; Dressmaking, 36; Engineering, 15; Glazing, 6; Grinding Cereals, 4; Laundering, 50; Sewing, 190; Shoemaking, 21; Nurse training, 14; Painting and Graining, 81; Printing, 69; Care of Stock, 5.

INDUSTRIAL DAYS.

The two Industrial days, Wednesdays and Thursdays, are divided into three periods each. On Wednesdays the Department of Common English reports to the Trades, and on Thursdays the Normal and College students report to the Trades Departments. Thus each student has one entire day every week and the afternoons of the other days for instruction and practice in the Trades and Industrial departments."

CLARK UNIVERSITY—Atlanta, Ga.

(Organized 1869; Freedmen's Aid Society.) Property (including 300 acres of real estate), \$350,000. Industrial plant, \$6,500. Rev. W. H. Hickman, President. Teachers, 15; students, 466. Slater appropriation, \$5,000—special experiment by the Board. Dr. Hickman will report directly.

FISK UNIVERSITY—Nashville, Tenn.

(Organized 1865; American Missionary Association.) When buildings now in hand are completed, the plant will represent \$350,000. Rev. E. M. Cravath, President. Teachers, 29; students, 515. Slater appropriation, \$2,000—used as follows:

Instruction and supplies in three Industrial departments.....	\$1,500 00
Student aid.....	500 00

The Industrial plant—with gymnasium attached—represents about \$7,000; the Industrial departments depend entirely on Slater appropriations.

GILBERT SEMINARY—Winsted, La.

(Organized 1875; Freedmen's Aid Society.) Real estate, 1,200 acres; all property, \$65,250; endowment, \$40,000. Rev. W. D. Goodman, President. Teachers, 5; students, 376. Slater appropriation, \$1,000—used for salaries of instructors in four departments—carpentry, printing, sewing, laundry—with \$90 expended for supplies. The President receives no salary.

HAMPTON INSTITUTE—Hampton, Va.

General S. C. Armstrong, Principal. Officers and teachers, 83; students, 614—Indians, 132, Negroes, 482. Slater appropriation, \$2,500—used as follows:

General expenses of institution.....	\$1,000 00
Technical instruction.....	1,000 00
Student aid.....	500 00
Total.....	\$2,500 00

HARTSHORN MEMORIAL INSTITUTE—Richmond, Va.

(Organized 1880; Baptist Home Missions.) Property, \$40,000. Rev. L. B. Tefft, Principal. Teachers, 8; students, 103. Slater appropriation, \$650—used as follows:

Teacher in cooking and sewing.....	\$ 365 00
Student aid.....	285 00
Total.....	\$ 650 00

Cost of maintenance from the beginning, about \$35,000.

JACKSON COLLEGE—Jackson, Miss.

(Organized 1877; Baptist Home Mission.) Property, \$36,000. Teachers, 10; students, 277. Slater appropriation, \$1,000—used for paying salaries for instruction in Industrial departments, including carpentry, tinning, brick laying, sewing, and farm work. Among the brick-layers 40 are capable of doing "inside brick work," earning more than they can earn by teaching.

JACKSONVILLE GRADED SCHOOL—Jacksonville, Fla.

(Maintained as part of the State school system.) Property, \$39,000. Mr. W. L. Artrell, Principal. Teachers, 16; students, 650. Slater appropriation, \$1,000—used as follows:

Salaries of instructors in carpentry, shoe making, and sewing, (three teachers).....	\$ 880 00
Tools, materials, incidentals.....	120 00
Total.....	\$1,000 00

The industrial building—erected by the citizens of Jacksonville—cost \$1,000. The annual cost of maintaining the institution is \$4,500.

LEONARD MEDICAL SCHOOL—Raleigh, N. C.

(Organized 1882; Baptist Home Mission.) Rev. H. M. Tupper, President. Lecturers, 7; students, 48. Slater appropriation, \$1,000, used at the rate of \$60 to the student for lecture fees. The lecturers—all Southern white men—are leading physicians of Raleigh and vicinity.

LE MOYNE INSTITUTE—Memphis, Tenn.

(Organized 1871; American Missionary Association.) Property, \$35,000. Mr. A. J. Steele, Principal. Teachers, 17; students, 700. Slater appropriation, \$1,300—used as follows:

Salaries of three instructors in carpentry, printing, and sewing...	\$1,200 00
Appliances.....	100 00
Total.....	\$1,300 00

The Industrial department this year costs \$1,850. More than 2,500 students have received instruction since 1871.

LIVINGSTONE COLLEGE—Salisbury, N. C.

(Organized 1879; African Methodist Episcopal (Zion) Church.) Real estate (45 acres) and improvements, \$80,000. Rev. J. C. Price, President. Teachers, 12; students, 275. Slater appropriation, \$1,000—used as follows:

Teacher in carpentry.....	\$ 320 00
Teacher in sewing, etc.....	240 00
Teacher in preparatory department.....	280 00
For appliances and material.....	160 00

Total.....	\$1,000 00
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President Price estimates that from the beginning \$135,000 have been expended on the institution and its work and that at least 1,000 different students have been taught. The industrial plant cost about \$9,000; to maintain the Industrial departments this year costs \$1,800.

MEHARRY MEDICAL COLLEGE—Nashville, Tenn.

(Organized 1876; Freedmen's Aid Society.) Property worth \$30,000; main buildings erected by the Meharry brothers. Dr. G. W. Hubbard. Dean. Lecturers, 11; medical students, 80; dental, 5; pharmaceutical, 9. Slater appropriation, \$1,200—used as follows:

For salaries (part payment) lecturers.....	\$ 500 00
Apparatus and books.....	250 00
Outfit analytical laboratory.....	200 00
Student aid.....	250 00

Total.....	\$1,200 00
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MT. HERMON FEMALE INSTITUTE—Clinton, Miss.

(Incorporated under the laws of Mississippi; held by Trustees.) Property is now valued at \$25,000. Miss S. A. Dickey, Principal. Teachers, 6; students, 254. Slater appropriation, \$1,000—used as follows:

Salaries.....	\$ 600 00
Student aid for work done.....	300 00
Appliances.....	100 00

Total.....	\$1,000 00
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The girls are taught whatever pertains to woman's home-work; they do all the work of the institution; there are no servants.

NEW ORLEANS UNIVERSITY—New Orleans, La.

(Organized 1873; Freedmen's Aid Society.) Rev. L. G. Adkinson, President. Teachers, 20; students, 552. Slater appropriation, \$1,200—used as follows:

Salaries of four teachers in Industrial departments.....	\$1,100 00
Student aid.....	100 00
Total.....	\$1,200 00

The Industrial plant cost \$5,000 and the Industrial departments cost this year \$1,600.

PAUL QUIN COLLEGE—Waco, Tex.

(Organized 1881; African Methodist Episcopal Church.) Total value of property now, \$50,000—the original cost being almost entirely raised by Texas Negroes. Rev. I. M. Burgan, President. Teachers, 10; students, 185. Slater appropriation, \$600. Annual cost of maintenance about \$8,000.

PAYNE INSTITUTE—Augusta, Ga.

(Organized 1884; Methodist Episcopal Church, South.) Real estate and buildings, \$20,000; endowment \$25,000. Rev. G. W. Walker, President. Teachers, 9; students, 221. Slater appropriation, \$600—used in part payment of salaries.

PHILANDER SMITH COLLEGE—Little Rock, Ark.

(Organized 1877; Freedmen's Aid Society.) Property, \$25,000. Rev. Thomas Mason, President. Teachers, 12; students, 250. Slater appropriation, \$1,000—used as follows:

Instructor in Carpentry.....	\$ 500 00
Printing.....	300 00
Addition to printing outfit.....	200 00
Total.....	\$1,000 00

ROGER WILLIAMS UNIVERSITY—Nashville, Tenn.

(Organized 1870; Baptist Home Missions.) Property, \$100,000. Rev. A. Owen, President. Teachers, 10; students, 242. Slater appropriation, \$1,000—used as follows:

Salaries for instruction, industrial department.....	\$ 715 00
Increase in tool supply.....	75 00
Student aid for work done.....	210 00
Total.....	<u>\$1,000 00</u>

RUST UNIVERSITY—Holly Springs, Miss.

(Organized 1869; Freedmen's Aid Society.) Property, \$60,000. Rev. C. E. Libby, President. Teachers, 14; students, 315. Slater appropriation, \$1,300—used in part payment of salaries in five departments, nurse-training, printing, shoemaking, sewing, and farm-work, and \$200 for appliances in nurse-training. The industrial plant cost \$2,000; the maintenance of Industrial departments this year cost \$1,846; maintenance of University, \$9,600.

SCHOFIELD NORMAL AND INDUSTRIAL SCHOOL—Aiken, S. C.

(Organized 1868; held by Trustees, most of them of the Society of Friends.) Property, \$30,000. Miss Martha Schofield, Principal. Teachers, 8; students, 200. Slater appropriation, \$1,000—used entirely in the Industrial department—details not available at the time of making this report. Miss Schofield—who entered this work in 1865 on the Coast Islands—estimates that “\$100,000 have passed through her hands and that 7,000 students have received instruction.” The grade of the school is now raised considerably and the Principal has doubled the monthly tuition fee, making it \$1.00 per month, and the attendance this year has fallen off somewhat. Miss Schofield has done right: the Negroes are now able to pay some of the expenses of their instruction; others should follow her example.

The industrial plant represents \$1,475 outlay, and the cost, this year, of maintaining the industrial departments is \$1,200.

SCOTIA FEMALE SEMINARY—Concord, N. C.

(Organized 1870; Presbyterian Board.) Property, \$30,000. Rev. D. J. Satterfield, President. Teachers, 11; students, 240. Slater appropriation, \$700—used entirely in part payment of salaries of instructors in sewing, cooking, laundry, and nurse-training. Every pupil is in one or more of these departments.

SHAW UNIVERSITY—Raleigh, N. C.

(Organized 1865; Baptist Home Missions.) University property, \$170,000; Endowment, \$30,000. Rev. H. M. Tupper, President. Teachers, 39; students, 450. Slater appropriation, \$2,000—used for part payment of teachers' salaries in Industrial departments, \$1,700; student aid for work done, \$300.

The industrial plant is estimated at \$17,500; cost of maintaining Industrial department for this year, \$5,000. The President estimates that \$400,000 has been expended upon the University and its work since 1865, and that 6,000 students have been taught.

SPELMAN FEMALE SEMINARY—Atlanta, Ga.

(Organized 1881; Woman's Board Baptist Home Missions.) Property worth \$90,000. Miss S. B. Packard and Miss H. E. Giles, Principals. Teachers, 34; students, 820. Slater appropriation, \$2,500—used entirely in payment of salaries of five teachers and five assistants in the various industrial departments, including nurse-training, conducted in the most thorough and efficient manner. The industrial plant, with equipment, cost \$12,000. Including land, buildings, and total running expenses from the beginning, \$215,000 have been invested in Spelman and its work, and 5,550 students have been taught. For 1890-91 the running expenses will aggregate \$25,000, with 820 students enrolled.

STATE NORMAL COLLEGE—Montgomery, Ala.

(Established 1887; State of Alabama.) Property worth \$25,000. Mr. W. B. Patterson, Principal. Teachers, 21; students, 828. Slater appropriation, \$1,500—used as follows:

Salary—two teachers in girls' industrial department.....	\$ 720 00
Salary—teacher in carpentry.....	480 00
Equipment printing office.....	300 00

The State of Alabama pays \$7,500 for salaries of teachers; the Peabody fund (this year), \$400; tuition fees amount to \$4,000. The printing office is nearly self-sustaining. Industrial plant has cost \$2,100.

**STATE NORMAL AND INDUSTRIAL INSTITUTE—
Tuskegee, Ala.**

(Organized 1880; State of Alabama.) Property (650 acres and improvements), \$100,000. Mr. B. T. Washington, Principal. Teachers, 30; students, 447. Slater appropriation, \$1,500—used entirely for salaries of instructors in six departments of industrial training, viz: Farm work (250 acres well cultivated), blacksmithing, sewing, carpentry, shoe and harness making, printing. Besides, they make brick for their own use and for sale, lay brick and do plastering, run a saw mill, make mattresses, tin work, house painting, etc.

STRAIGHT UNIVERSITY—New Orleans, La.

(Organized 1870; American Missionary Association.) Property, \$125,000. Rev. Oscar Atwood, President. Teachers, 22; students, 595. Slater appropriation, \$1,500—used as follows:

Salaries—Industrial department.....	\$ 984 00
Towards new shop-building (material).....	300 00
Tools and equipments.....	216 00
Total.....	<u>\$1,500 00</u>

The President is erecting a new shop-building two stories, 24x72 feet, with one story wing 24x22—the work done by students. Value of Industrial plant, \$1,800.

TALLADEGA COLLEGE—Talladega, Ala.

(Organized 1867; American Missionary Association.) Property, real estate (265 acres) and improvements, \$106,000. Rev. H. S. De Forest, President. Teachers, 21; students, 501. Slater appropriation, \$1,900—used as follows:

Salaries in agricultural, mechanical, and nurse-training departments.....	\$1,500 00
Student aid for work done.....	400 00
Total.....	<u>\$1,900 00</u>

The industrial plant is worth \$12,000. Cost to run the industrial departments this year, \$3,000.

TILLOTSON INSTITUTE—Austin, Texas.

(Organized 1880; American Missionary Association.) Property, \$45,000. Principal, Rev. W. M. Brown. Teachers, 12; students, 200. Slater appropriation, \$900—used on salary account in carpentry, house-keeping, and sewing. The industrial plant cost \$1,695.50.

TOUGALOO UNIVERSITY—Tougaloo, Miss.

(Organized 1869; American Missionary Association.) Real estate (550 acres) and improvements, \$55,000. Rev. F. G. Woodworth, President. Teachers, 14; students, 341. Slater appropriation, \$2,000—used as follows: Salaries to instructors in nurse-training, blacksmithing, farm and

stock-keeping, carpentry, and sewing.....	\$1,350 00
Special aid to apprentices.....	180 00
Student aid for work done.....	286 50
Tools and appliances.....	183 50

Total.....	\$2,000 00
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Industrial plant cost \$10,000; annual cost of maintaining Industrial department, \$600; annual cost of maintaining University, \$25,000.

TRAINING SCHOOL—Knoxville, Tenn.

(After this year passes under control of American Missionary Association.) Property, \$8,000. Miss E. L. Austin, Principal. Teachers, 5; students, 264. Slater appropriation, \$600—used on salary account of instructors in industrial departments, all the pupils being taught in sewing, cooking, house-keeping, and the boys in carpentry.

SPECIAL OBJECTS.—Amount appropriated \$500—used in aid of the persons mentioned in letter to the Board.

REMARKS ON THE FOREGOING.

An analysis of the foregoing summary will show some interesting facts—a few only of which I mention. Eighteen of the institutions receiving aid, show an aggregate of nearly \$147,000 invested in “industrial plants”—of which, from the beginning, less than \$12,000 is Slater money—nearly all the Slater money represented in this \$12,000 going for equipments promised as encouragement to attempting larger things. In eleven of these institutions, the running expenses, in the industrial departments alone, amount to more than \$20,000, over and above the Slater appropriation for this purpose. The plant and running expenses in Hampton Institution are not included in these figures, as industrial training was thoroughly established there before the Slater fund was at work. If to the \$147,000 above mentioned we add amounts invested in industrial plants of smaller institutions, we will have fully \$160,000.

If there had been no Slater fund, much, by this time, would have been done in industrial education in these schools; but every informed person knows that the help and encouragement of this great benevolence has furnished the inspiration and driving force of this vital movement. But for the friendship won to some of these schools through the industries fostered by the Slater money, they would, by this time, have ceased to be. Benefactors do not wish their names published in such connections, but I have positive knowledge that the Principals of a number of the best of these institutions are sure that large sums, given for building and endowment, would not have been given but for the leverage afforded by Slater money and the industrial training it made possible.

I could name more than a dozen institutions that have received, for buildings, endowment, and needed additions, fully \$200,000—the Principals believing that the patronage of the Slater Fund gave potency to their appeals.

In many of these institutions, as the Report shows, the running expenses of the industrial departments cost much more than the sums appropriated

by the Board; in other institutions the industrial departments exist through this aid.

A thorough investigation and the inside knowledge the nine years of my agency has brought to me, give me absolute confidence in the statement I now make:

For every dollar given by the Slater Fund not only another dollar has come to help it—as stated last year—but more than a dollar.

During the school year now closing more than 13,000 students—to be exact 13,279—have attended the institutions aided by the “JOHN F. SLATER FUND.” These institutions do faithful and thorough work. They are all under active Christian influence—they all honor industrial training and deserve in the future, as they have in the past, well of the Board of Trustees of the “JOHN F. SLATER FUND” and of every friend of the education and Christianization of the Negro race in America.

A. G. H.



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